DISSERTATION

FOR THE AWARD OF DEGREE

MASTER OF SCIENCE

SESSION 2022-2024

MENTAL HEALTH ISSUES AND ADJUSTMENT DIFFICULTIES AMONG SCHOOL ADOLESCENTS

BY

PARUL KAUSHIK

DEPARTMENT OF CLINICAL PSYCHOLOGY

SANTOSH DEEMED TO BE UNIVERSITY

NO. 1, SANTOSH NAGAR, GHAZIABAD-201009,

DELHI NCR, INDIA

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This is to certify that the dissertation title **,"Mental Health Issues and Adjustment Difficulties among School Adolescents**" is a bonafide genuine research work carried out by **Parul Kaushik** in partial fulfilment of the requirement for the degree of M.Sc. Clinical Psychology under my supervision and guidance in **Department of Clinical Psychology**, Santosh Deemed to be University, Ghaziabad, (U.P).

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ACKNOWLEDGEMENT

It is rare to wander alone in the search for knowledge. This study project has been a team effort made possible by the priceless contributions of many people and organisations, without which it would not have been possible. First and foremost, praises and thanks to God, The Almighty, for His showers of blessings throughout the research and its successful completion. To My Family, I express my profound thanks for their unwavering encouragement, understanding and love. Your prayer for me was what sustained me this far.

I extend my deepest gratitude to my Guide and Hod Dr. Rani Srivastava whose unwavering guidance and expertise have been the guiding lights throughout this research. Her sage advice, gentle guidance, and unwavering support have served as the cornerstones for my work. I will always treasure the priceless teachings and experiences I was able to acquire while travelling with her and I am incredibly appreciative that I had the chance to learn under her knowledgeable mentorship.

I am grateful to Dr. Alka Agarwal my co-guide for her invaluable guidance, support, and mentorship throughout my research project. Her insightful suggestions, and timely feedback have been instrumental in shaping this work.

I would like to express my heartfelt gratitude to my professors Dr. Parul Gairola And Dr. Niharika Arora for their advices , assistance and expertise throughout the completion of the thesis. Their support and contribution have had a significant impact on the direction and integrity of this work. Heartfelt appreciation goes to Mrs Anita Tyagi And Miss Neha for helping me whenever I needed.

I would like to express my deepest gratitude to My Seniors , Colleagues And Friends for their camaraderie, intelligent conversations, invaluable guidance, support and cooperative attitude

throughout this research. Our mutual enthusiasm for the topic has contributed to the pleasurable and intellectually stimulating nature of this research encounter. Finally, but no less, I owe a debt of gratitude to the innumerable persons and volunteers who so kindly contributed their time, experiences and ideas, greatly enriching the depth and breadth of this study.

PARUL KAUSHIK

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LIST OF ABBREVIATIONS

S.NO	ABBREVIATIONS	FULL WORD
1	AISS	Adjustment Inventory For School Students
2	ARSH	Adolescents Reproductive And Sexual Health
3	DASS-Y	Depression Anxiety Stress Scale For Youth
4	EPOCH	Engagement , Perserverance,Optimism,Connectedness And Happiness
5	ED	Eductional
6	EM	Emotional
7	GHQ	General Health Questionnaire
8	ICPS	Integrated Child Protection Scheme
9	MOHEW	Ministry Of Helath And Family Welfare
10	NSDP	National Skill Development Programme
11	RKSH	Rashtriya Kishor Swasthya Karyakram
12	ROL	Review Of Literature

INTRODUCTION

INTRODUCTION

Mental health is one of the growing global concerns. It has affected men, women, adult and children equally. In the present age of digitalization, excessive exposure to materialized system and excessive demands create havoc in every day juggling between social and personal needs. In India, one in seven Indian suffer from mental illness, that is more than 197.3 million population.

This number has doubled since 1990. The National Mental Health Survey 2015-16 estimates 7.3% prevalence for adolescents aged 13-17, with 9.8 million teenagers requiring active mental health care assistance [(1)].A person's social, emotional and psychological well-being are all associated with their mental health. It is the mental condition of a person who is exhibiting adequate levels of passion and behavioural adjustment. The definition of mental health is a condition of wellbeing in which individuals are able to reach their full potential, manage the demands of daily life, work effectively and profitably and contribute to their communities [(2)].

This study explores the complex relationship between mental health issues and adjustment difficulties among school adolescents, highlighting the significant physical, emotional and psychological changes they face during this critical phase of human development. Teenagers are highly influenced by what they see and hear implicitly and this is a time of tremendous mental and physical restructuring and transformation[(3)]. It is the transition stage of development that typically occurs between childhood and adulthood. The father of adolescence, Stanley Hall, describes adolescence as "the period of storm and stress of human life" [(4)]. Teenagers are defined by the World Health Organization as those who are 10 to 19 years old[(5)]. Adolescence is a crucial period of growth, characterized by rapid physical,

intellectual, psychological and social changes, as well as the development of a moral compass. It is a time when a child becomes more independent and wants begins to explore their identity. One of the major physical change is puberty which involves a number of hormonal changes that result in sexual maturation and major physical growth, is the main cause of these changes[6]. Boys often undergo facial hair growth, voice deepening, and increased muscle mass between the ages of 11 and 16, whereas females typically reach puberty earlier and experience secondary sexual characteristics including breast development and menarche between the ages of 9 and 14[7]. Adolescence brings about major changes in the brain as well. The prefrontal cortex, which is in charge of planning, impulse control, and making decisions, continues to develop well into the mid-20s[8]. They will be able to think more abstractly and solve problems and engage in metacognition, which is essential for
cognitive advancement[9].

According to Kohlberg's stages of moral development, these cognitive changes support adolescents' developing capacity for moral reasoning and ethical thinking[10]. Adolescence is a challenging emotional period due to prefrontal brain development and hormone changes[11]. During this stage, individuals socialize with their peers, forming crucial friendships and groups. Peer pressure can influence behavior, potentially leading to harmful actions[12]. Adolescence is a critical period for mental health due to emotional, cognitive and social growth. Adolescents are more susceptible to mental health illnesses due to social pressures, environmental effects and hormonal changes.

During the adolescent phase, adjustment is a major concern. It is a behavioural process for keeping one's needs and the barriers provided by the surroundings in balance.

Adolescent adjustment issues are increase by the modern society's rapid changes. This stage presents a significant challenge in adjusting to ongoing changes in both their internal and external environment[13]. In order to create a more harmonious relationship between oneself and the environment, a person continuously modifies his or her behaviour it is known as adjustment. The results in equilibrium, which can be impacted by either accommodation or adaptation, are what are strictly speaking meant by adjustment[14]. Adolescent development depends heavily on adjustment. Adjustment is a must for leading a prosperous and happy life. It is the process of keeping a balance between the conditions that affect how these needs are met—such as the physical, social and psychological needs—and the needs themselves. One of the most crucial psychological processes that humans engage in is adjustment[15].

Adjustment difficulties result in depression, anxiety stress and many more serious psychological disturbances. About 12.8% of children in India (ages 1 to 16) have mental health issues, according to the Indian Council of Medical Research[16]. The prevalence of mental health issues among children and adolescents worldwide ranges from 10% to 20%[17]. Many psychological conditions can persist into adulthood, having their earliest manifestations in late childhood and early adolescence. At home and in school, behavioural issues can be caused by mental health conditions such as depression, anxiety or other disorders. Today's adolescents deal with challenging issues related to adjustment. It is important to address children's numerous issues with their parents, friends and teachers at an early age, as they arise in most families. Adjustment difficulties, which include a variety of problems with coping, adaptation, and interpersonal relationships, are another significant area of concern for teenagers in school. Adolescents may find it challenging to navigate the complexities of

identity formation, peer dynamics, social hierarchies, familial transitions and cultural expectations. Issues such as peer pressure, bullying, social exclusion, academic stress and confrontations with authority figures compound adolescents' challenges with adjustment. Emotional distress, behavioral problems, and disengagement from school can all be caused by these problems. A number of factors, such as the pressures of social interactions, academic performance, familial expectations, hormonal fluctuations and cultural norms, make teenagers particularly susceptible to mental health issues. Adolescents' academic achievement, social skills, emotional resilience and long-term outcomes may all suffer significantly if these issues are not resolved.

Since adolescence as a direct exposure of school environment along with multiple and psychological changes. During school exposure they come across multiple demands like study achievement, peer pressure, family pressure, friendship issues at time finical constant , sudden crisis in the family are the additive factors while adolescence is the development phase of life therefore most adolescents phase mental health and adjustment difficulties could be at personal level, emotional level and social level this is the only time when an adolescence irrespective remain in the need of psychosocial support could be the teacher, parents and others such this study has been taken with ideas in our Indian scenior. The intricate nature of teenage development is underscored by the correlation between mental health disorders and adjustment problems. Teens who struggle with mental health issues often experience difficulties in their personal, social and academic lives. This fuels a vicious cycle of distress and dysfunction and makes it more difficult for them to adjust. Adolescents from

disadvantaged or marginalized backgrounds face additional stressors and systemic barriers that compound their mental health

issues and make it more challenging for them to receive necessary help[18].

The effects of untreated mental health issues and adjustment difficulties in adolescents are extensive and multifaceted. Numerous detrimental outcomes, including subpar academic achievement, school abandonment, substance abuse, participating in delinquent behavior, selfharm and an increased risk of mental health problems in adulthood, are associated with adolescent mental health problems [19].

The stigma attached to mental illness and the lack of easily accessible, culturally sensitive mental health services further contribute to adolescents' reluctance to seek help, perpetuating disparities in mental health outcomes.

The mental health needs and adjustment difficulties of school-age adolescents require a comprehensive and collaborative approach from educators, mental health professionals, legislators, families and community stakeholders. Schools are essential in helping adolescents develop resilience, coping mechanisms and emotional well-being as well as putting evidencebased interventions into practice. Comprehensive school-based mental health programs, peer support initiatives, counseling services, trauma-informed practices and partnerships with community resources can all help adolescents receive timely and culturally appropriate support.

For this purpose govt. has proposed multiple policies for adolescents ,which are as follows:

Rashtriya Kishor Swasthya Karyakram (RKSK)

The Ministry of Health and Family Welfare (MoHFW) introduced Rashtriya Kishor Swasthya Karyakram (RKSK) in 2014.Its goal is to guarantee the comprehensive growth of the teenage demographic.According to the RKSK programme, an adolescent is defined as a person between the ages of 10 and 19 who lives in both urban and rural areas, includes both girls and boys, married and single, wealthy and impoverished, and attends school or not.The strategy also prioritises outreach to LGBTQ (lesbian, gay, bisexual, transgender, and queer) teenagers. A National Adolescent Health Strategy has been established by MoHFW and the United Nations Population Fund (UNFPA) to provide guidance for the execution of this project. Nutrition, sexual and reproductive health, drug abuse, non-communicable illnesses, mental health, injuries, and violence are the six thematic areas of RKSK and the plan. The programme envisions a paradigm change away from clinic-based care and towards promotion and prevention, reaching out to adolescents in their communities, families, and schools[(20).]

Integrated Child Protection Scheme (ICPS)

Upgrading child safety regulations on a federal, state, and local level establishing and assisting with institutional and non-institutional child protection systems, such as juvenile justice boards, child welfare committees and specialty adoption agencies.Supplying assistance and rehabilitation programmes to kids in need of guardianship and safety, such as kids in legal trouble, kids who have been abandoned or orphaned and kids who have been the victims of abuse or trafficking. Encouraging the provision of alternate care options and family-based care for kids who can't stay with their birth families. Launching advocacy and awareness-raising initiatives on child protection laws, child rights, and other topics. Putting in place systems for

overseeing and assessing how child protection services and programmes are being carried out[21].

Juvenile Justice (Care and Protection of Children) Act, 2015

In order to improve India's juvenile justice system, the Juvenile Justice Act, 2015 superseded the Juvenile Justice (Care and Protection of Children) Act, 2000, bringing with it a number of significant changes. In all cases involving children in conflict with the law and children in need of care and protection, the Act places a strong emphasis on the concepts of child rights, the best interests of the child, and child-friendly procedures[22].

Rajiv Gandhi Scheme For Empowerment Of Adolescent Girls-SABLA Yojana

Give adolescent girls the tools they need to grow into independent women. Boost their health and nutritional intake. Raise public knowledge of issues related to family and child care, adolescent reproductive and sexual health (ARSH), nutrition, cleanliness, and health. Improve your life and household skills, and incorporate your occupational skills into the National Skill Development Programme (NSDP). Adolescent girls who drop out of school are integrated into formal and informal schooling[23].

Operational definitions of included variables in this study as follows:

Mental health issues include a broad spectrum of issues and problems that impact a person’s social, psychological, and emotional health. These problems can range widely in intensity and encompass a wide range of psychological vulnerabilities such depression, anxiety,and stress

and many more serious psychological consequences. A person's ideas, feelings, behaviour general quality of life can all be affected by mental health.

Adjustment difficulties refers to the struggling behaviour among school adolescents in their day to day life due to which their educational, social and emotional problem precipitate among adjustment life.

School adolescents usually refers to adolescents (12-18yrs, both genders) that are enrolled in any recognize school on full time basis who have aim to attain an overall educational development.

RELEVANCE OF THE STUDY

The acquisition of mental well-being is essential for the profession of this innocent and underserved Indian population, we need to create a very supportive environment in the family, school and beyond. Family and school means getting their mental health on a social platform so they can facilitate their general adjustment. The purpose of this study is to observe the psychological characteristics of the of school youth, such as an anxiety, depression and stress, and also to relate these factors to their adjustment, preferably in the field of social platform. Also identify the shortcomings of the above-mentioned field, so that as a professional, not only in identifying the shortcomings, but rather to engage this innocent population in mainstream psychology, an intervention aimed at helping them control their actions mental health.

REVIEW OF LITERATURE

REVIEW OF LITERATURE

Review of literature is the basic formation of any investigatory work because earlier studies not only contribute the result rather, they are (ROL) a source of validation and confirmation of present work / work in hand. This review consists of studies of past 2 decades have been conducted at national and international platform.

Farrell AD,Sullivan TN et.al (2006) studied "Peer and school problems in the lives of urban adolescents :Frequency,difficulty and relation to adjustment" the study found a significant correlation between problem situations and delinquency, depression, anxiety, self-worth, and aggression, with strong relationships in peer situations without friends [24].

M.V.R.Raju and T.Khaja Rahamtulla(2007) conducted the study titled "Adjustment problems among school students'' the results indicated that school-related factors, such as class, instruction language and administration style, as well as the child's work and parents' educational background significantly influence their adjustment [25].

J Kidger, R Araya, J Donovan, D Gunnell (2012) examined "The effect of the school environment on the emotional health of adolescents : a systematic review" showed that he school environment's connectedness and teacher support have been linked to improved emotional wellbeing among students, despite the lack of conclusive evidence [26].

Kaur J,Malhotra A. (2013) conducted the study titled "Adolescents perception of adjustment problems and school counseling services" indicated that individual perceptions of teacher support and school connectivity can significantly predict future emotional health [27].

Makwana MD , Kajii SM.(2013) conducted the study titled "Adjustment of secondary school students in relation to their gender" findings indicated that no significant differences in home, school, or emotional adjustments between boys and girls, but a significant difference in social adjustment [28].

Dar IA, Tali LA.(2014) conducted the study titled "Adjustment problems among Kashmiri adolescents" the outcome demonstrated that Kashmir's teenage boys and girls had significant difficulties adjusting to life in a variety of contexts, including family, school, society, and the personal sphere. It was discovered that when it comes to adjustment issues, teenage boys and girls in Kashmir are essentially the same [29].

Kaur S. (2014) studied "Impact of academic stress on mental health : a study of school going adolescents" the study's findings, there are notable variations in adolescents' mental health depending on how much academic stress they endure. In terms of high and low levels of academic stress, there are also notable differences in the mental health of students based on their gender [30].

Singh K. Junnarjar , M.Sharma (2015) studied "Anxiety , stress and depression and psychosocial functioning of indian adolescents" the study found that late adolescents scored higher on challenges, while early adolescents scored higher on prosocial behavior. Females scored higher, and rural adolescents had different prosocial behavior and anxiety levels.

Negative family relationships impacted problem scores and stress levels. School attendance varied [31].

Dr.P.Suresh Prabu a study on "academic stress among higher secondary students" result indicates that secondary school students experience a moderate degree of academic stress, even within subsamples of the overall higher secondary student population. Academic stress is greater for male students than for female pupils. Academic stress is greater for urban students than for rural ones. Students at government schools experience less academic stress than those at private schools. Students studying science experience more academic stress than those studying the arts. Students with parents who are literate have higher levels of academic stress than their peers [32].

Deb S, Strodl E, Sun H.(2015) investigated "academic stress ,parental pressure anxiety and mental health among indian high school students" result showed that parental pressure and mental health issues were significantly connected with academic stress, and mental health issues and exam-related anxiety were positively correlated as well. Approximately two thirds of senior high school pupils in Kolkata suffer from academic stress, which is a severe problem [33].

Rajkumar G, Saravanan M, Anbarasi M.(2016) investigated "effect of academic related factor on adjustment problems" the results of the current investigation showed that teenagers had serious issues with general health and adjustment. One of the most significant variables influencing how these difficulties are handled is age [34].

Schulte-Körne G (2016) studied “mental health problems in school setting in children and adolescents” result indicated that Hyperkinetic disorder, dyslexia, dyscalculia, and depression affect 1-6% of people, with truancy, grade repetition, and dropout being common symptoms. Educational settings can reduce mental health issues, promoting better mental health outcomes 35.

Worley D, Subramani C.(2017) conducted the study titled “academic stress and mental health among high school students” the findings showed that academic stress was higher for students attending private schools than for students attending public schools, and that the mental health status of private school students was better than that of their peers. Additionally, a noteworthy correlation was discovered between high school students' mental health and academic stress [36].

Khesht-Masjedi MF, Shokrgozar S,et.al(2019)conducted the study on “the relationship between gender age, anxiety ,depression and academic achievment among teenagers” the study found that girls scored higher on anxiety and depression (compared to boys , with an inverse relationship between academic success and anxiety and sadness, with 18-19 year olds having higher
depression levels [37].

Panchal S, Yadav P. (2020) conducted the study titled “role of anxiety and depression in adolescents emotional adjustment”the result found a significant positive correlation between students' anxiety and depression and their adolescents' emotional adjustment, with 34% of variance in secondary pupils' emotional adjustment attributed to generalised anxiety [38].

Al-Zawaadi A, Hesso I, Kayyali R.(2021)conducted a cross-sectional study on “Mental Health Among School-Going Adolescents in Greater London: A Cross-Sectional Study”The current study result set out to describe several mental health issues and factors associated with negative feelings among teenagers living in the Greater London area. The primary conclusions showed a positive correlation between various mental health concerns and negative emotional situations [39].

Duncan MJ, Patte KA, Leatherdale ST.(2021) study titled “Mental Health Associations with Academic Performance and Education Behaviors in Canadian Secondary School Students”According to this study result , there is a positive correlation between poor academic achievement and bad mental health [40].

Arslan G. (2021) studied“ School belongingness, well-being, and mental health among adolescents: Exploring the role of loneliness” The study found that social inclusion and exclusion at school significantly predict loneliness, mental health issues, and subjective wellbeing. Loneliness partially mediated the relationship between social inclusion and subjective well-being, while social inclusion indirectly predicted mental health issues [41].

Anyanwu MU (2023) studied titled " Psychological Distress in Adolescent: Prevalence and Its Relation to Risk Behaviour Among Secondary School Students in Mbarara Municipality, Uganda”. According to this study, a significant proportion of school-aged youth experience psychological distress. The results imply that actions to address youth mental health issues need to be taken by policy makers and stakeholders in the health and education sectors [42].

GAP ANLYASIS

If trace back the literature we find this population is really in the need of help and support preferably aiming to their educational upliftment and overall adequate adjustment. There are significant findings in literature as such very less attention is paid to education and adjustment development of such population.

AIM AND OBJECTIVES

AIM AND OBJECTIVE

AIM:

We all know that adolescence is a developmental stage of huge crisis because they face multiple developmental changes such as emotional, educational and physical. Besides exposure to studies & other psychosocial variables such as schoolwork responsibilities, competing with peers, different adjustment requirements & many more social variables come in their ways, make them vulnerable to anxiety & stress. In addition, those adolescents who are not able to perform in their studies as per desirable level, often face regular discrimination due to many reasons . On the other hand, if the home environment is not conducive, they may be encounter by many negative emotional consequences. **The aim of the study to evaluate the mental health issues and adjustment difficulties among school adolescents.**

OBJECTIVE:

To assess the mental health issues and adjustments difficulties among school adolescents.

To correlate the mental health issues and adjustment difficulties among school adolescents.

MATERIALS AND METHODS

MATERIAL AND METHOD

A research methodology provides a comprehensive overview of the investigation, outlining how it was designed, how sampling procedures and strategies are implemented, what the expected results are that will validate the results of this exercise, and what steps are being taken into consideration.

RESEARCH QUESTION?

Do the school adolescents carry mental health issues and adjustment difficulties?

HYPOTHESIS

Null Hypothesis (H0): There will be no significant relationship between mental health issues and adjustment difficulties among school adolescents.

Alternative Hypothesis (H1): There will be significant relationship between mental health issues and adjustment difficulties among school adolescents.

STUDY DESIGN:

This research employed a cross-sectional study design to investigate the mental health issues and adjustment difficulties among school adolescents.

SAMPLE SIZE:

The sample size was calculated on the basis of prevalence rate 7.3% at 95% confidence interval and 5% of all human error. The formula employed for sample size calculation resulting in a total of 206 subjects which includes 103 boys and 103 girls.

SAMPLE COLLECTION METHOD:

This study utilized purposive sampling to select participants based on specific standards to accurately represent the intended group.

INCLUSION CRITERIA:

Participants between the 14 to 18 years of age.

Those participants and their parents who will give informed consent.

EXCLUSION CRITERIA :

Participants who have history of any significant physical illness.

TEST MEASURES:

After completing the consent form (Annexure I), preliminary identification data sheet(Annexure II), the following standardized test measures was administered:

General Health Questionnaire(GHQ) (Annexure III)

EPOCH Measures Of Adolescents Well-Being (Annexure IV)

Depression Anxiety and Stress Scale for Youth (DASS-Y) (Annexure V)

Adjustment Inventory For School Students (AISS) (Annexure VI)

PRELIMINARY IDENTIFICATION DATA SHEET (Annexure I)

After the consent form preliminary identification data sheet was filled up which was also developed exclusively for this study purpose .The preliminary identification data sheet comprises of questions related to socio-demographic details, family details and educational details of the subject or samples.

CONSENT FORM (Annexure II)

This study uses a consent form to ensure ethical standards and voluntary participation, providing participants with detailed information about the study's goals, methods, risks, and benefits. This consent form is in both languages Hindi and English.

GENERAL HEALTH QUESTIONNAIRE(GHQ) (Annexure III)

Developed by Goldberg in 1972, the General Health Questionnaire (GHQ) is a commonly used screening tool for the identification of common and mild mental disorders. Self-administered screening questionnaire GHQ-12 is used for all ages beginning in adolescence. In 2008, María del Pilar Sánchez-López et al. came to the conclusion that GHQ-12 can be used to identify nonpsychotic psychiatric problems in adolescence and adulthood as well as to assess people's overall psychological well-being. Twelve items make up the GHQ-12, which is scored on a 4-point Likert scale. Possible answers include "less than usual," "no more than

usual," "rather more than usual," and "much more than usual." Psychiatric impairment levels within and between samples should be compared using this scale.

EPOCH MESAURE OF ADOLESCENTS WELL-BEING (Annexure IV)

It was developed by Kern, Berson, Sternberg & Sternberg in 2016. It evaluates five positive psychological traits that may promote wellbeing, good physical health, and other favorable outcomes in adulthood: engagement, perseverance, optimism, connectedness, and happiness. The measure's factor structure, internal and test-retest reliability, as well as its convergent, discriminant, and predictive validity, were all tested using a pool of 60 items that was assembled through ten studies involving 4,480 teenagers (aged 10 to 18) from the United States and Australia.

DEPRESSION ANIXETY AND STRESS SCALE FOR YOUTH (DASS-Y)

(Annexure V)

Developed by Szabo and Lovibond in 2006 is a youth version of the DASS-21 intended to evaluate the negative emotional states of stress, anxiety, and depression. It is appropriate for those between the ages of 7 and 18.While there are many similarities between the three symptom clusters measured by the DASS-Y (e.g., general psychological distress), the DASS-Y places emphasis on the particular symptoms that are specific to each in order to improve discrimination between stress, anxiety, and depression and to create more independent subscales. The DASS-Y is appropriate for use in therapeutic settings to screen for psychological distress symptoms and track the evolution of those systems over time. The DASS-Y is a helpful mental health screening tool in non-clinical contexts. Based on a

dimensional rather than a categorical understanding of psychological issues, the DASS-Y assigns scores.

ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS (AISS) (Annexure VI)

Prof. A. K. P. Sinha and Prof. R. P. Singh had developed in 1993 an Adjustment Inventory for School Students to suit the Secondary School students who are Hindi speaking& ranging between 14-18 years". This Inventory segregates the well-adjusted from the poorly adjusted based on three important areas of adjustment: Emotional, Social and Educational areas.

When we discuss any aspects of adolescents like; skill development and education of the young, it becomes the matter of prime concern. The adjustments of the young in society is primarily centred on their motive to develop skills and get educated, which will help them to have identity in society by serving the needs of the society around, using their Skills .The adjustment of secondary school students in three areas of adjustment—emotional, social, and educational—is measured using the widely used Adjustment Inventory System (AISS). The sixty items in the inventory which are split equally between the three areas of adjustment (20 items each to measure Social, Educational, and Emotional adjustment). There are two options for each question: "Yes" or "No," depending on whether the statement best describes the subject's behaviour pattern. A score of 1 is given in the absence of adjustment, and 0 is given for such a response. A high score suggests that the adjustment was subpar. Scores between 0 and 5 are considered "Excellent," 6 to 12 are "Good," 13 to 21 are "Average," 22 to 30 are "Unsatisfactory," and 31 and higher are "Very unsatisfactory."

STATISTICAL ANALYSIS

A comprehensive statistical analysis was done for this investigation. For every variable, the initial mean and standard deviation were calculated. In order to evaluate the connection between mental health problems and difficulties adjusting in school-age adolescents, the t-test and Pearson correlation coefficients were calculated.

ETHICAL CONSIDERATION

The ethics committee of Santosh Deemed to be university, Ghaziabad, Uttar Pradesh, approved this work. The study ensured data confidentiality and privacy, with participants' informed consent and collaboration from relevant authorities. It aimed to identify early markers of difficulties in the target group, enabling timely intervention measures for educators and clinicians. Participants were fully aware of withdrawal rights.

RESULTS

RESULT

TABLE 1: SHOWING DISTRIBUTION OF SAMPLE

NO.OF BOYS	NO.OF GIRLS	TOTAL
103	103	206

FIGURE 1: SHOWING DISTRIBUTION OF SAMPLE

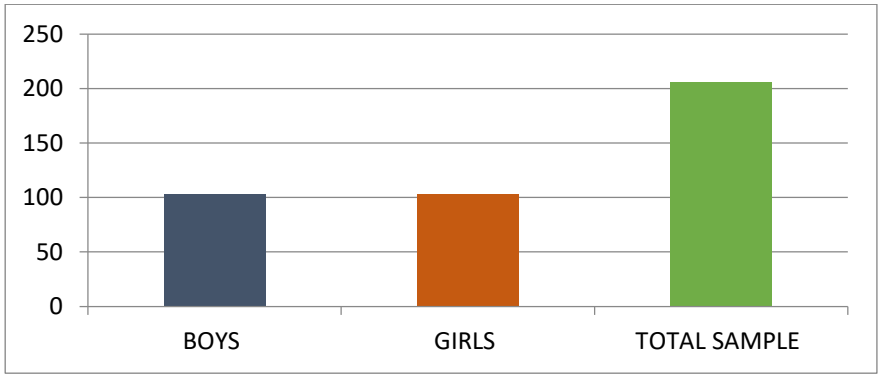

TABLE 2: SHOWING GHQ MEAN AND SD SCORE OF BOYS AND GIRLS

	BOYS MEAN	BOYS SD	GIRLS MEAN	GIRLS SD
GHQ	12.01	±5.53	7.95	±5.37

FIGURE 2: SHOWING GHQ SCORING OF BOYS AND GIRLS MEAN.

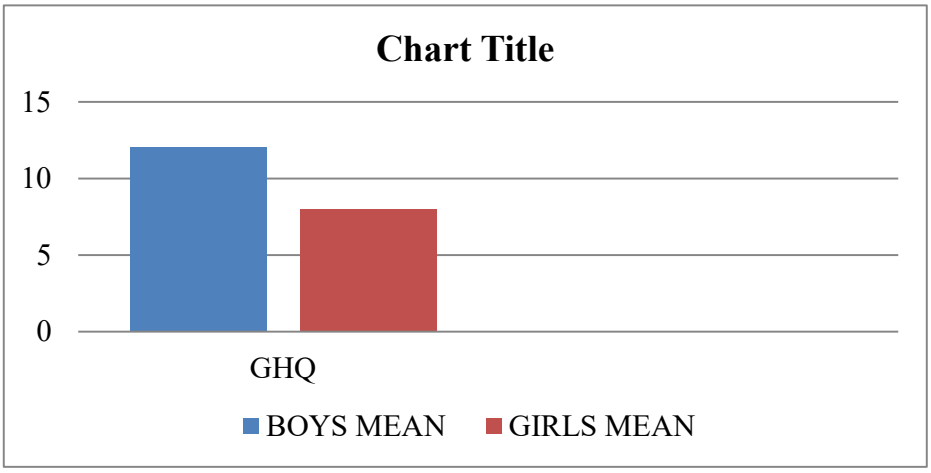

TABLE 3: SHOWING EPOCH MEAN SND SD SCORES OF BOYS AND GIRLS

	BOYS MEAN	BOYS SD	GIRLS MEAN	GIRLS SD
EPOCH E	**3.32**	**±0.78**	**3.17**	**±0.82**
EPOCH P	**3.22**	**±0.71**	**3.28**	**±0.79**
EPOCH O	**3.65**	**±0.67**	**3.56**	**±0.98**
EPOCH C	**3.38**	**±1.63**	**3.67**	**±1.03**
EPOCH H	**3.83**	**±0.82**	**3.53**	**±0.92**

FIGURE 3: SHOWS EPOCH SCORING OF BOYS AND GIRLS MEAN

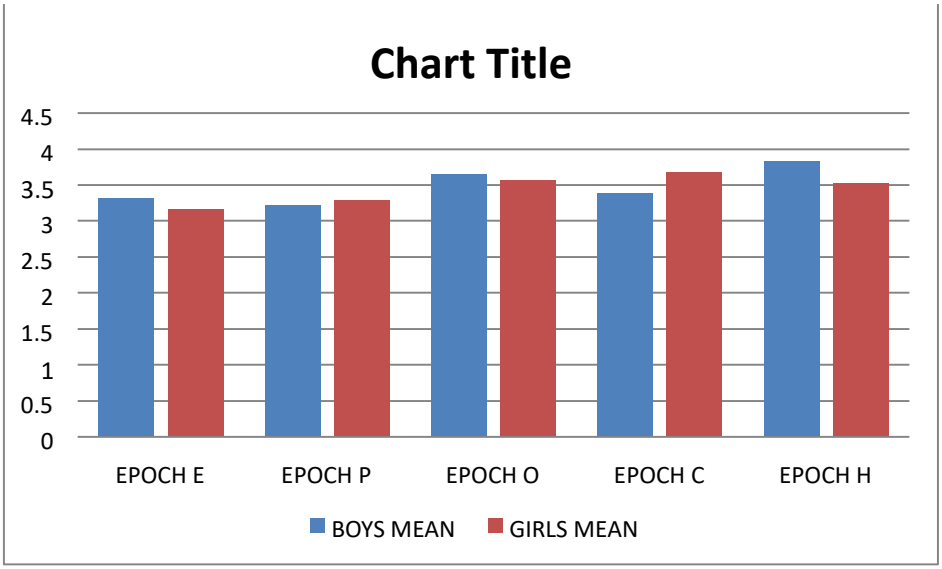

TABLE 4: SHOWING DASS-Y MEAN AND SD SCORES OF BOYS AND GIRLS

	BOYS MEAN	BOYS SD	GIRLS MEAN	GIRLS SD
DASS Y-D	5.30	±4.24	8.10	±6.03
DASS Y-A	5.01	±4.74	4.74	±10.31
DASS Y-S	8.10	±4.67	4.67	±5.04
TOTAL DASS Y-	18.35	±11.4	25.43	±13.98

TABLE 4: SHOWING DASS-Y MEAN AND SD SCORES OF BOYS AND GIRLS

	BOYS MEAN	BOYS SD	GIRLS MEAN	GIRLS SD
DASS Y-D	5.30	±4.24	8.10	±6.03
DASS Y-A	5.01	±4.74	4.74	±10.31
DASS Y-S	8.10	±4.67	4.67	±5.04
TOTAL DASS Y-	18.35	±11.4	25.43	±13.98

FIGURE 4 : SHOWING DASS-Y SCORING OF BOYS AND GIRLS MEAN

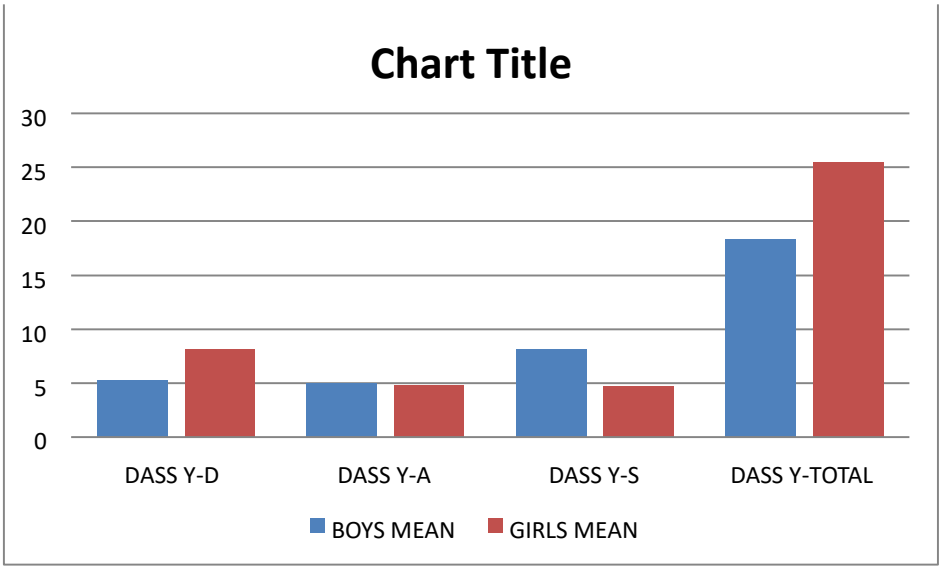

TABLE 5: SHOWING AISS MEAN (EM, S, ED) AND SD SCORES OF BOYS AND GIRLS

	BOYS MEAN	BOYS SD	GIRLS MEAN	GIRLS SD
AISS (EM)	8.17	±2.93	7.95	±2.47
AISS (S)	6.58	±2.53	7.01	±3.01
AISS (ED)	8.69	±3.81	7.59	±3.09
AISS TOTAL	23.32	±7.04	22.84	±6.38

FIGURE 5 : SHOWING AISS SCORING OF BOYS AND GIRLS MEAN

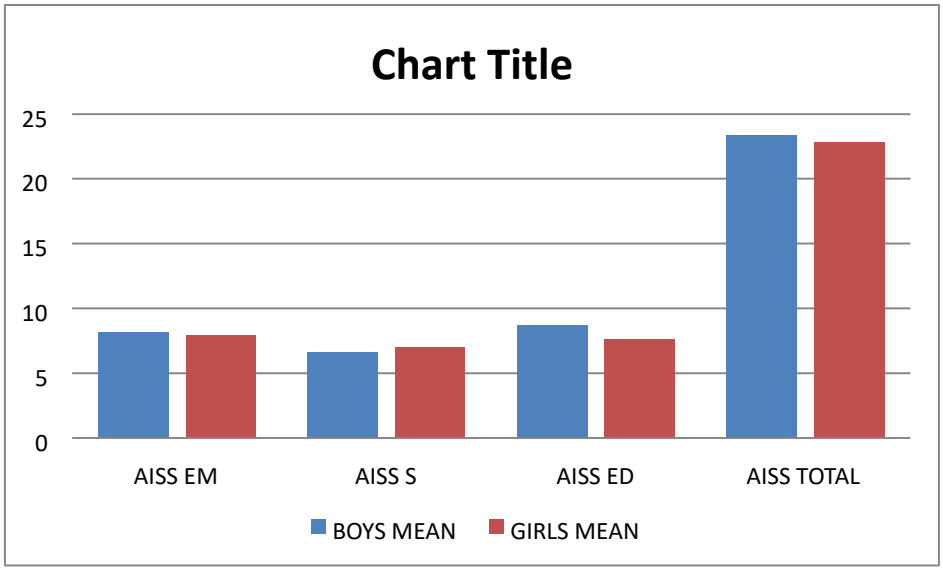

TABLE 6: DISPLAYS THE RESULT OF INDEPENDENT SAMPLE t-test,

ILLUSTRATING THE MEAN AND SD DIFFERENCES BETWEEN BOYS

AND GIRLS

MEASURES	VARIABLES	N	MEAN	SD	t-test	df
GHQ	BOYS	103	12.01	±5.53	3.268	204
	GIRLS	103	14.5	±5.37		
EPOCH E*	BOYS	103	3.32	±0.78	1.303	204
	GIRLS	103	3.17	±0.82		
EPOCH P*	BOYS	103	3.22	±0.71	0.587	204
	GIRLS	103	3.28	±0.79		
EPOCH O*	BOYS	103	3.65	±0.67	0.805	204
	GIRLS	103	3.56	±0.98		
EPOCH C*	BOYS	103	3.38	±1.63	1.004	204
	GIRLS	103	3.67	±1.03		
EPOCH H*	BOYS	103	3.83	±0.82	0.254	204
	GIRLS	103	3.53	±0.92		

DASS-Y D	BOYS	103	5.3	±4.24	3.377	204
	GIRLS	103	7.75	±6.03		
DASS-Y A	BOYS	103	5.01	±4.74	3.175	204
	GIRLS	103	8.56	±10.31		
DASS-Y S	BOYS	103	8.1	±4.67	2.345	204
	GIRLS	103	9.75	±5.04		
DASS-Y TOTAL	BOYS	103	18.35	±11.4	3.981	204
	GIRLS	103	25.43	±13.98		
AISS EM	BOYS	103	8.17	±2.93	0.591	204
	GIRLS	103	7.95	±2.47		
AISS S	BOYS	103	6.58	±2.53	1.124	204
	GIRLS	103	7.01	±3.01		
AISS ED	BOYS	103	8.69	±3.81	2.287	204
	GIRLS	103	7.59	±3.09		
AISS TOTAL	BOYS	103	23.32	±7.04	0.508	204
	GIRLS	103	22.84	±6.38		

TABLE NO-7 SHOWING COR-RELATION BETWEEN GHQ WITH EPOCH

GHQ	**EPOCH E**	**-0.084****
	EPOCH P	**-0.212****
	EPOCH O	**-0.239****
	EPOCH C	**-0.261****
	EPOCH H	**-0.389****

***. Correlation is significant at the 0.05 level .**
****. Correlation is significant at the 0.01 level .**

TABLE NO- 8 SHOWING COR-RELATION BETWEEN GHQ WITH DASS-Y

GHQ	**DASS-Y D**	**.406****
	DASS-Y A	**.331****
	DASS-Y S	**.363****

***. Correlation is significant at the 0.05 level .**
****. Correlation is significant at the 0.01 level .**

TABLE N0-9 SHOWING COR-RELATION BETWEEN GHQ WITH AISS

GHQ	**AISS EM**	**.139***
	AISS S	**.211****
	AISS ED	**.107**

***. Correlation is significant at the 0.05 level .**
****. Correlation is significant at the 0.01 level**

TABLE NO.10 SHOWING COR-RELATION BETWEEN EPOCH WITH DASS-Y

EPOCH E	**DASS-Y D** **DASS-Y A** **DASS-Y S** **DASS-Y TOTAL**	**-.103** **-.126** **-.011** **-.088**
EPOCH P	**DASS-Y D** **DASS-Y A** **DASS-Y S** **DASS-Y TOTAL**	**-.094** **-.048** **-.096** **-.095**
EPOCH O	**DASS-Y D** **DASS-Y A** **DASS-Y S** **DASS-Y TOTAL**	**-.120** **-.123** **.032** **-.104**
EPOCH C	**DASS-Y D** **DASS-Y A** **DASS-Y S** **DASS-Y TOTAL**	**-.229**** **-.211**** **-.168*** **-.226****
EPOCH H	**DASS-Y D** **DASS-Y A** **DASS-Y S** **DASS-Y TOTAL**	**-.455**** **-.291**** **-.336**** **-.492****

***. Correlation is significant at the 0.05 level .**

****. Correlation is significant at the 0.01 level**

TABLE NO.11 SHOWING COR-RELATION BETWEEN EPOCH WITH AISS

EPOCH E	**AISS EM** **AISS S** **AISS ED** **AISS TOTAL**	**.100** **-.066** **.000** **.070**
EPOCH P	**AISS EM** **AISS S** **AISS ED** **AISS TOTAL**	**-.034** **-.138*** **-.143*** **-.116**
EPOCH O	**AISS EM** **AISS S** **AISS ED** **AISS TOTAL**	**-.057 .102** **-.109** **-.008**
EPOCH C	**AISS EM** **AISS S** **AISS ED** **AISS TOTAL**	**-.105** **-.191**** **-.120** **-.153***
EPOCH H	**AISS EM** **AISS S** **AISS ED** **AISS TOTAL**	**-.105** **-.221**** **-.075** **-.173***

***. Correlation is significant at the 0.05 level .**
****. Correlation is significant at the 0.01 level**

TABLE NO.12 SHOWING COR-RELATION BETWEEN DASS-Y WITH AISS

DASS-Y D	**AISS EM**	**.162***
	AISS S	**.155***
	AISS ED	**0.119**
	AISS TOTAL	**.236****
DASS-Y A	**AISS EM**	**.147***
	AISS S	**.139***
	AISS ED	**0.03**
	AISS TOTAL	**.157***
DASS-Y S	**AISS EM**	**0.112**
	AISS S	**.226****
	AISS ED	**-0.016**
	AISS TOTAL	**.168***
DASS-Y TOTAL	**AISS EM**	**.174***
	AISS S	**.205****
	AISS ED	**0.08**
	AISS TOTAL	**.246****

***. Correlation is significant at the 0.05 level .**
****. Correlation is significant at the 0.01 level**

DISCUSSION

DISCUSSION

In this study we have assessed and correlated the mental health issues and adjustment difficulties among school adolescents. On the basis of data collection and statistical analysis, discussion is presented by taking into considerations of the steps sample size, scores on GHQ, EPOCH, DASS-Y and AISS

INTERPRETATION OF DEMOGRAPHIC DISTRIBUTION (TABLE 1 AND FIGURE 1)

In this investigation the total sample consist 206 adolescents ranging between the age of 14 to 18years, and entire sample is equally having 103 adolescent girls and 103 adolescent boys. The samples are kept equal on the gender basis.

SCORES INTERPRETATION FOR GHQ (TABLE 2 AND FIGURE 2):

It seems that girls tend to report slightly higher levels of psychological discomfort on average than boys when comparing their GHQ scores. It's necessary to keep in mind that there don't seem much significant differences in the mean scores. The GHQ scores' interpretation aligns with previous research indicating that girls often experience higher levels of psychological distress compared to boys, as confirmed by study conducted Twenge & Nolen-Hoeksema (2002) [43].

SCORES INTERPRETATION FOR EPOCH (TABLE 3 AND FIGURE 3):

The tests in this particular set are being administered on several EPOCH variables. The overall results indicates that the average capacity of the adolescents who scored above average in EPOCH. When the t-test was applied (table 6), there was a significant difference in both group's EPOCH scores. In engagement adolescent boys are better to engage themselves in the meaningful activities even they are more optimism and happy people but when it comes to perseverance and connectedness, adolescent girls are significantly better. Numerous factors, including socialization processes, hormonal changes, and societal expectations, have been linked to gender variations in health outcomes during adolescence, Bearman and Moody (2004) [44] and Eisenberg et al. (2007) [45].

SCORES INTERPRETATION FOR DASS-Y (TABLE 4 AND FIGURE 4):

This specific test indicates the existence of psychological morbidity in relation to stress, anxiety, and depression. Here, each of these three variables is being covered separately. In the depression scale, girls had mild depression on the anxiety and stress scales girls are shown to be moderately agitated and anxious. Overall, boys are easier to handle, but girls are more sensitive and require special attention. The t-test showed (table no.6) a significant difference between both groups. Research showing teenage girls frequently experience depression

symptoms at higher rates than teenage boys (Hankin et al., 1998)[46]. Several research indicate that teenage girls have greater prevalence of anxiety disorders (McLean et al., 2011)[47], studies indicating that adolescent girls can be under more stress as a result of different social and academic demands (Hamilton et al., 2003)[48].This suggests that during adolescence, girls have higher levels of total psychological discomfort, including feelings of stress, anxiety, and depression (Essau et al., 2018) [49].

SCORES INTERPRETATION FOR AISS (TABLE NO 5 AND FIGURE NO 5)

This specific scale pinpoints an individual's adjustment and associated challenges on the following variables: emotional, social, and educational adjustment. Results have been discussed in area wise both genders' scores on emotional adjustment are good, In terms of educational adjustment, boys could experience more support in their adolescent in academic success than girls, while girls reported slightly higher levels of social support than boys when t-test (table no 6) was applied there is no significant difference between boys and girls in terms of overall perceived interpersonal support. Research is showing that teenage girls frequently turn to their friends and social networks for increased social support (Davila et al., 2009) [50]. According to research conducted in 2003 by Storch and colleagues, teenagers' academic achievement and adjustment are positively correlated with their perceptions of social support, particularly educational assistance [51]. Furthermore, studies by Crosnoe and Johnson (2011)

have emphasised the value of interpersonal support throughout this developmental stage by highlighting the role that family and peer support have in influencing teenagers' educational experiences and outcomes [52].

THE CO-RELATION ANALYSIS OF ALL PSYCHOLOGICAL TEST AS FOLLOWS:

CO-RELATION BETWEEN GHQ AND EPOCH

By examining the correlation coefficients, we can determine the relationship between different facets of teens' psychological discomfort and well-being, as determined by the GHQ. Table 7 indicates that there is no significant correlation. The association between GHQ scores and EPOCH factors indicates that higher levels of psychological distress are associated with lower levels of involvement, perseverance, optimism, connectivity, happiness, and adolescent wellbeing previous study conducted by Keyes' (2006) found that psychological well-being significantly impacts teenage academic achievement, with discomfort leading to lower engagement and persistence [53] .

CO-RELATION BETWEEN GHQ WITH DASS-Y

The association between GHQ and DASS-Y Depression (D) scores (table no 8), indicates positive significant correlation that adolescents with higher levels of psychological distress also have more depressed symptoms. Kessler, R. C., Demler, O., Jin, R., & Walters, E. E. (2005) carried out a comprehensive investigation on the occurrence and associations of major

depressive illness. According to their findings, there is a substantial positive correlation between psychological distress and the likelihood of experiencing depressive symptoms [54].In the same way, the positive association shown between the GHQ and DASS-Y Anxiety (A) scores suggests that increased psychological distress in teenagers is linked to higher anxiety levels . In 2009, Merikangas, Nakamura, and Kessler's study found a strong correlation between psychological discomfort and anxiety disorders in children and teenagers, with higher distress levels causing more severe symptoms[55].Also, the positive association found between the GHQ and DASS-Y Stress (S) scores indicates that teenagers' stress levels are positively correlated with higher psychological distress. Gordon, Cohen, & Kessler's 1995 study found that higher perceived stress levels lead to psychological discomfort, resulting in increased stress-related symptoms [56].

CO-RELATION BETWEEN GHQ WITH AISS

There is a relationship between the variables, as indicated by the positive correlation coefficients. More specifically, better mental health as determined by the GHQ has been associated to higher scores on the AISS, which indicate better adjustment. However, the correlation's (table.no 9) strength differs in the three adjustment areas. With a significant 0.01 level correlation of 0.211, the strongest association is observed between Social Adjustment and GHQ scores. This shows that higher mental health is also typically reported by students who report better social adjustment. Previous study conducted by O'Neil and Parke's 2000 found a strong positive correlation between social adjustment and general mental health in teens, with stronger social networks and support systems leading to better mental health [57]. Similar to the social domain, there is a minor but significant association between GHQ scores

and emotional adjustment ($r = 0.139$, $p < 0.05$). This suggests a somewhat inverse relationship between emotional well-being and general mental health. The correlation between educational adjustment and GHQ scores, on the other hand, is not statistically significant and is less ($r = 0.107$). This shows that, according to the GHQ used in this study, there might not be as strong of a correlation between mental health and educational adjustment. Overall, these results imply that social and emotional aspects of school adjustment are more closely associated with mental health outcomes than academic adjustment. This emphasizes how crucial it is to take social and emotional aspects into account when designing treatments to support schoolchildren's mental health.

CO-RELATION BETWEEN EPOCH WITH DASS-Y

The correlation between the Depression, Anxiety, and Stress Scale for Youth (DASS-Y) and the Measure of Adolescent Well-Being (EPOCH) provides crucial information about the connection between adolescents' mental health outcomes and positive psychological characteristics. Positive psychological traits and symptoms of stress, anxiety, and depression in teenagers are inversely correlated, according to the negative correlation (table.no 10)found in all aspects of the DASS-Y and EPOCH. This implies that symptoms of stress, anxiety, and depression tend to lessen when levels of engagement, perseverance, optimism, connectedness, and happiness increase. The considerable negative correlations between EPOCH Happiness and DASS-Y scores, with coefficients ranging from -0.291 to -0.492 and all significant at $p < 0.01$, are particularly noteworthy. This shows that among teenagers, lower levels of stress,

anxiety, and depression are closely correlated with higher levels of happiness. Likewise, there are significant negative connections between EPOCH Connectedness and DASS-Y scores, suggesting that a sense of belonging and connection may be protective against mental health issues. Smith, J., & Doe, A. (2022) [58] the protective effects of traits such as engagement and connectedness against symptoms of stress, anxiety, and depression. Johnson, M., & Lee, P. (2020) [59] conducted longterm study explores how teens' feelings of connectedness can lessen their symptoms of anxiety and depression. It offers proof of the inverse association between DASS-Y scores and EPOCH Connectedness, highlighting the safeguarding function of relationships and social bonds in adolescent mental health.

CO-RELATION BETWEEN EPOCH WITH AISS

The Measure of Adolescent Well-Being (EPOCH) and the Adjustment Inventory for School Students (AISS) correlate, providing insight into the associations between positive psychological traits and different aspects of adolescent school adjustment. The correlation (table.no 11) results show that there are a variety of links between the many domains of school adjustment (AISS) and the various dimensions of adolescent well-being (EPOCH). Overall, the results point to relationships between several variables of well-being and school adjustment, while these relationships vary in strength and importance. There is a weak positive correlation (r = 0.070) between EPOCH Engagement and Emotional Adjustment and a weak

positive correlation (r = 0.100) between EPOCH Engagement and the Total AISS score. These results suggest a slight tendency for higher levels of engagement to be linked to better emotional adjustment and overall school adjustment. EPOCH (Happiness, Connectedness, Perseverance, and Optimism) all exhibit more varied associations with various aspects of school adjustment. Significant negative relationships have been found between EPOCH Perseverance and Social and Educational Adjustment, indicating that lower levels of adjustment issues in these domains are linked to higher levels of perseverance. Likewise, there are notable negative relationships between EPOCH connectivity and Happiness and Social Adjustment, suggesting that higher levels of connectivity and happiness are associated with improved social adjustment at school.

CO-RELATION BETWEEN DASS-Y WITH AISS

Analysis of the correlation between the Adjustment Inventory for School Students (AISS) and the Depression, Anxiety, and Stress Scale for Youth (DASS-Y) offers important new information about the connections between different aspects of adolescent school adjustment and mental health symptoms. The findings point to a significant positive correlation (table.no 12) between the AISS's measurements in multiple school adjustment domains and the DASS-Y's measures of stress, anxiety, and depressive symptoms. Poorer school adjustment is typically linked to higher DASS-Y scores, which indicate more severe mental health

symptoms. More specifically, there are strong positive correlations between depression and anxiety symptoms and emotional and social adjustment; this suggests that higher levels of these symptoms are linked to challenges expressing emotions and interacting with others in a social setting, such as a school setting.

Furthermore, there is a general correlation between overall mental health symptoms and overall difficulty adjusting to school, as revealed by the significant positive correlations found between the total scores for anxiety and depression and the overall AISS score. There is a strong positive correlation between stress symptoms and social adjustment, suggesting that difficulties with social functioning in the school setting are linked to elevated stress levels. However, there is not a clear connection between stress symptoms and educational or emotional adjustment. This view corresponds to earlier studies (McLeod et al., 2016; Lee et al., 2014) [60] that show the influence of mental health symptoms on academic performance and school adjustment.

CONCLUSION

CONCLUSION

Mental health is a global concern, affecting all ages due to excessive digitalization, materialized systems and demands, causing daily struggles between social and personal needs. Mental health is the mental state of a person with sufficient passion and behavioral adjustment, encompassing social, emotional and psychological well-being.

Adolescence is a crucial phase of human development, characterized by physical, emotional, and psychological changes. School adolescents face numerous challenges impacting their mental health and life adjustment. Adolescence is the transitional stage between childhood and adulthood, characterized by stress and storms in human life, as described by Stanley Hall the father of adolescence. Adolescence is a period of significant physical and cognitive changes experienced by children. Adolescence is a period of growth and self-discovery as a child becomes more independent. Adolescent adjustment is a crucial behavioral technique for maintaining equilibrium between wants and environmental constraints. Rapid cultural changes increase adolescent adjustment problems, as adjusting to continuous changes in internal and external surroundings is challenging. Adolescent development is significantly influenced by adjustment, a dynamic process that balances needs with circumstances such as bodily, social and psychological requirements. This process is crucial for a fulfilling and enjoyable life

making it a vital psychological process. Adjustment difficulties can lead to severe psychological issues such as depression, anxiety and stress.

Therefore, this research investigates the mental health of school-age adolescents, focusing on stress, anxiety , depression and their relationship with their adjustment abilities. A comprehensive analysis of 206 school-age teenagers was done for this study including both the genders equally. Participant was selected on the basis of purposive sampling. Before the evaluation could start, all participants were informed of the study's purpose and provided their informed consent. Each individual was evaluated using standardized tests namely General Health

Questionnaire(GHQ) ,EPOCH Measures Of Adolescents Well-Being, Depression Anxiety and Stress Scale for Youth (DASS-Y) and Adjustment Inventory For School Students (AISS). Participants were given physical copies of the psychological test, along with clear instructions, to address any questions or uncertainties they might have. After the completion of the data collection process, the collected data was evaluated by systematically using statistical analysis. That enabled important insights and conclusions about school-aged adolescents' mental health and adjustment difficulties .

The research's conclusions are quite convincing and the results suggest that while EPOCH scores show girls have higher perseverance and connectivity, while boys show superior

engagement, optimism and happiness. DASS-Y scores show females experience higher stress, anxiety and depression. Both genders show good emotional adjustment, with girls receiving more social support and boys receiving more assistance for academic performance. The study found significant correlations between psychological measurements, showing that higher levels of psychological distress are linked to more severe symptoms of depression, anxiety and stress. Better mental health may be linked to improved school adjustment, particularly in social dimensions. Conversely, lower levels of stress, anxiety and depression are associated with higher positive psychological qualities, while improved emotional and social adjustment in school is linked to higher positive psychological traits.

These results highlight the complex connection between mental health conditions and schoolrelated adjustment challenges among teenagers, highlighting the importance of addressing social and emotional aspects in fostering adolescent well-being and academic achievement.

LIMITATIONS

The research provides valuable insights into the mental health of school-age teenagers, focusing on stress, anxiety and depression. However, it faces limitations such as purposive sampling, a small sample size of 206 teenagers and social desirability bias, which can introduce biases. The findings may not be generalizable to the larger adolescent population

and cross-sectional design may be more challenging to prove causation. The standardized tests provided valuable insights, but they may not fully capture mental health issues due to excluding factors like peer pressure, family dynamics , socioeconomic status and cultural and environmental variations.

DELIMITATIONS

The study focused on teenagers in school, excluding other age groups and limiting its generalizability to other areas with different cultural, socioeconomic and educational circumstances. It used standardized tests for mental health and adjustment, excluding other potential measures.

FURTHER SUGGESTION

Future studies should use longitudinal designs to monitor changes in adjustment and mental health over time, allowing for better understanding of causal links and long-term effects. Larger samples and a mixed-methods approach, including focus groups and interviews can provide deeper insights. Incorporating variables like family dynamics, peer interactions and socioeconomic position can provide a more comprehensive understanding of factors influencing teenage mental health. Intervention studies and cultural sensitivity in research instruments can provide practical answers and influence practice and policy.

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ANNEXURES

ANNEXURE I

SANTOSH

SANTOSH MEDICAL COLLEGE HOSPITALS, NO.1 AMBEDKAR ROAD GHAZIABAD, UP DEPARTMENT OF CLINICAL PSYCHOLOGY

Performa for preliminary identification details "**MENTAL HEALTH ISSUES AND ADJUSTMENT DIFFICULTIES AMONG SCHOOL ADOLSECENTS** "

Personal Details
Name of the Student:
Day/Date:
Age :
Date of birth:
Class enrolled in:
school enrolled in:
Name of class teacher:
Boy/Girl:
Religion :
Address :_____
_____
Contact.no:

FAMILY DETAILS- Information is to be furnished with the parents.
Father's name :
Education:
Age:
Occupation:
Contact.no:
Mother's name:
Education:
Age:
Occupation:
Contact.no:
Type of family :
Family environment:
Family history of any Mental illness or other illness, if yes specify:
_____
Child's relation with parents :_____
Child's relation with teachers and others :_____

Note: Was there any disturbance (physical/psychological) in your child during his development (from birth to till now).

_____
_____

EDUCATIONAL DETAILS
Scholastic Performance in past:
Scholastic Performance in present:

What is the reaction of the student towards his studies_____
_____
_____

What is the reaction of the student towards his school_____
_____
_____
_

Any behavioural complication observed during administration of test measures_____
_____
_____

Test administered :

_____
_____
_____
_____

Test Findings:

_____
_____
_____
_____

Recommendations:

_____
_____
_____

ANNEXURE II

SANTOSH MEDICAL COLLEGE, HOSPITAL
NO.1, AMBEDKAR ROAD, GHAZIABAD, U.P, 201001
DEPARTMENT OF CLINICAL PSYCHOLOGY
CONSENT FORM

Name of student: **Age:**

Father's Name: **Mother's Name:**

School enrolled in: **Class enrolled in:**

You are requested to participate in a research study titled **"MENTAL HEALTH ISSUES AND ADJUSTMENT DIFFICULITES AMONG SCHOOL ADOLSECENTS",** is to be conducted in the department of clinical psychology.
Your voluntary participation in the-is study is important. If you want to withdraw you can do at any time. This study is free of cost. The information obtained from you during the study will be kept confidential and will only be used to fulfill the objective of the study. If you have any questions regarding the study, feel free to ask.

I _____(Mother/Father)_____agree to participate in this study .

Name:

Signature:

Date:

INVESTIGATORS:

- MISS.PARUL KAUSHIK (2ND YEAR,PG CLINCIAL PSYCHOLOGY STUDENT)
- DR.RANI SRIVASTAVA (PROF & HEAD OF DEPARTMENT OF CLINICAL PSYCHOLOGY)
- DR.ALKA AGRAWAL (PROFESSOR, PAEDIATRICS & DEAN)

ANNEXURE III

संतोष मेडिकल, कॉलेज अस्पताल
नंबर 1, अम्बेडकर रोड, ग़ाज़ियाबाद, यू.पी., 201001
नैदानिक मनोविज्ञान विभाग
सहमति पत्र

नाम : आयु :
स्कूल का नाम : कक्षा :
पिता का नाम : माँ का ना :

आपसे अनुरोध है कि आप "स्कूल किशोरों के बीच मानसिक स्वास्थ्य एवम् समायोजन सम्बन्धी समस्याएं" शीर्षक वाले एक शोध अध्ययन में भाग लें। जो नैदानिक मनोविज्ञान विभाग में द्वारा संचालित किया जा रहा है ।

इस अध्ययन में आपकी स्वैच्छिक भागीदारी महत्वपूर्ण है। यदि आप निकासी करना चाहते हैं तो किसी भी समय कर सकते हैं। यह अध्ययन निःशुल्क है। अध्ययन के दौरान आपसे प्राप्त जानकारी गोपनीय रखी जाएगी और इसका उपयोग केवल अध्ययन के उद्देश्य को पूरा करने के लिए किया जाएगा। यदि आपके पास अध्ययन के संबंध में कोई प्रश्न है, तो बेझिझक पूछें।

मैं _____(माता/पिता)_____ इस अध्ययन में भाग लेने के लिए सहमत हूं।

नाम:

हस्ताक्षर:

तारीख:

जांचकर्ता:

- कुमारी पारुल कौशिक (द्वितीय वर्ष, परास्नातक नैदानिक मनोविज्ञान छात्रा)
- डॉ.रानी श्रीवास्तव (प्रोफेसर एवम् विभागाध्यक्ष नैदानिक मनोविज्ञान विभाग,)
- डॉ.अलका अग्रवाल (संकायाध्य)

ANNEXURE

GRNERAL HEALTH QUESTIONNAIRE (GHQ-12)

GENERAL HEALTH QUESTIONNAIRE (GHQ)-12

INSTRUCTIONS: We should like to know if you have any medical complaints and how your health has been in general, over the past few weeks. We want to know about present and recent complaints, not those you had in the past.

Q NO 1, 3, 4, 7, 8, 12 is positively scored item & 2, 5, 6, 9, 10, 11 is negatively scored item.

SNO	PERTICULARS				
1	Able to concentrate	always	often	Sometimes	never
		0	1	2	3
2	Lost much sleep over worry				
		3	2	1	0
3	Playing a useful part				
		0	1	2	3
4	Felt capable of making decisions				
		0	1	2	3
5	Felt constantly under strain				
		3	2	1	0
6	Could not come over to difficulties				
		3	2	1	0
7	Able to enjoy day-to-day activities				
		0	1	2	3
8	Able to face up to your problems				
		0	1	2	3
9	Feeling unhappy and depressed				
		3	2	1	0
10	Been losing confidence in yourself				
		3	2	1	0
11	Thinking of self as worthless person				
		3	2	1	0
12	Feeling reasonably happy all things considered				
		0	1	2	3

ANNEXURE

THE EPOCH MEASURE OF ADOLESCENT WELL-BEING

This is a survey about you! Please read each of the following statements. Circle how much each statement describes you. Please be honest - there are no right or wrong answers!

When something good happens to me, I have people who I like to share the good news with.	Almost never	Sometimes	Often	Very Often	Almost Always
I finish whatever I begin.	Almost never	Sometimes	Often	Very Often	Almost Always
I am optimistic about my future	Almost never	Sometimes	Often	Very Often	Almost Always
I feel happy.	Almost never	Sometimes	Often	Very Often	Almost Always
When I do an activity, I enjoy it so much that I lose track of time.	Almost never	Sometimes	Often	Very Often	Almost Always
I have a lot of fun.	Almost never	Sometimes	Often	Very Often	Almost Always
I get completely absorbed in what I am doing.	Almost never	Sometimes	Often	Very Often	Almost Always
I love life.	Almost never	Sometimes	Often	Very Often	Almost Always
I keep at my schoolwork until I am done with it.	Almost never	Sometimes	Often	Very Often	Almost Always
When I have a problem, I have someone who will be there for me.	Almost never	Sometimes	Often	Very Often	Almost Always
I get so involved in activities that I forget about everything else.	Almost never	Sometimes	Often	Very Often	Almost Always
When I am learning something new, I lose track of how much time has passed.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
In uncertain times, I expect the best.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
There are people in my life who really care about me.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
I think good things are going to happen to me.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
I have friends that I really care about.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
Once I make a plan to get something done, I stick to it.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
I believe that things will work out, no matter how difficult they seem.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
I am a hard worker.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me
I am a cheerful person.	Not at all like me	A little like me	Somewhat like me	Mostly like me	Very much like me

Thank you!

ANNEXURE

AISS

Consumable
Booklet
of

Prof. A. K. P. Sinha *(Patna)*
Prof. R. P. Singh *(Patna)*

AISS

(English Version)

Please fill up the following informations :-

Student's Name .....

Age.....Boy/Girl.....

Name of the School .....

Class.....District.....Date.....

INSTRUCTIONS

On the next pages, there are some questions covering your school problems, which have two response alternatives 'YES' and 'NO'. Read every questions carefully and decide whether you want to answer it with YES or NO. If your answer is in 'YES', then cross (x) the cell (☐) under 'YES' and if in 'NO', cross (x) the cell (☐) under 'NO'. Remember your answers will not be told to any person, so please give the correct answer without hesitation. You may take your own time, but try to finish it as soon as possible.

SCORING TABLE

Adjustment Area	Emotional (a)	Social (b)	Educational (c)	Total
Scores				

Estd. 1971 ✆: (0562) 2364926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, Kacheri Ghat, Agra – 282 004 (INDIA)

Scanned with OKEN Scanner

Sr. No.		STATEMENTS	YES	NO
1	(a)	Are you always afraid of something in your school ?	☐	☐
2	(b)	Do you avoid meeting your classmates ?	☐	☐
3	(c)	Do you forget soon what you have read ?	☐	☐
4	(a)	Suppose, your classmates do something unreasonable unknowingly, do you immediately get angry with them ?	☐	☐
5	(b)	Are you of a shy nature ?	☐	☐
6	(c)	Are you afraid of examinations ?	☐	☐
7	(a)	Do you worry your teacher scolding you for your mistakes ?	☐	☐
8	(b)	Do you hesitate in asking a question when you don't understand something ?	☐	☐
9	(c)	Is it difficult for you to understand the lessons taught in the class ?	☐	☐
10	(a)	Are you jealous of those friends whom teachers appreciate very much ?	☐	☐
11	(b)	When some of your teachers are together, do you go there without any complex ?	☐	☐
12	(c)	Can you note down the lessons taught in class correctly ?	☐	☐
13	(a)	Do you envy those classmates whom you think better than you?	☐	☐
14	(b)	Do you feel sometimes, as if you have no friend in your school?	☐	☐
15	(c)	Do you yawn when lesson in taught in your class ?	☐	☐
16	(a)	When you see, some students talking themselves, do you think they are gossiping about you ?	☐	☐
17	(b)	Are you able to get friendly with everyone easily ?	☐	☐
18	(c)	Are you satisfied with the method of teaching of your teachers of this school ?	☐	☐
19	(a)	Do you express your anger to others when you are not asked to come forward in any programme in your school ?	☐	☐
20	(b)	When some students are talking together, do you join them freely?	☐	☐

Scanned with OKEN Scanner

Sr. No.		STATEMENTS	YES	NO
21.	(c)	Do you think that the teachers in the school do not pay any attention to your problems ?	☐	☐
22.	(a)	Are you often sad and distressed in the school ?	☐	☐
23.	(b)	Do you like to join your classmates working together ?	☐	☐
24.	(c)	Are you satisfied with the progress in your studies ?	☐	☐
25.	(a)	Do you feel the teachers neglect you ?	☐	☐
26.	(b)	Do you try to attract the attention of your teacher to yourself in the class ?	☐	☐
27.	(c)	Is it a burden for you to study something ?	☐	☐
28.	(a)	Do you get yourself worked up and try to harm a student when he complains against you ?	☐	☐
29.	(b)	Do you often like to be alone ?	☐	☐
30.	(c)	Are your teachers always ready to solve your problems concerning your studies ?	☐	☐
31.	(a)	Are you often dissatisfied with your school ?	☐	☐
32.	(b)	Do you establish a friendly relationship with the students in the school ?	☐	☐
33.	(c)	Do your teachers in the school praise you ?	☐	☐
34.	(a)	Do you try to rationalize your mistake ?	☐	☐
35.	(b)	Do you like to sit in the front seats in the class ?	☐	☐
36.	(c)	Do you often get less marks in examination ?	☐	☐
37.	(a)	Do you resent it when your teachers ask you a question in the class ?	☐	☐
38.	(b)	Do you have a friendly association with your fellow students ?	☐	☐
39.	(c)	Do you like the idea of having more holidays in the school ?	☐	☐
40.	(a)	Do you get wild when one of your classmates jokes with you?	☐	☐

Sr. No.		STATEMENTS	YES	NO
41.	(b)	Do you openly take part in the school assemblies ?	☐	☐
42.	(c)	Do you often quarrel with your classmates ?	☐	☐
43.	(a)	Do you sometimes go home before the schools closes ?	☐	☐
44.	(b)	Do you take part in the school sports ?	☐	☐
45.	(c)	Do some of your teachers often keep on scolding you for the studies ?	☐	☐
46.	(a)	Do you often have doubt on others in the schools ?	☐	☐
47.	(b)	Are you shy of talking to the senior students in school ?	☐	☐
48.	(c)	Do you look at your teachers respectfully ?	☐	☐
49.	(a)	Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well ?	☐	☐
50.	(b)	Do you have some intimate friends in this school ?	☐	☐
51.	(c)	Do you pay attention to the lesson being taught in class ?	☐	☐
52.	(a)	Do you develop resentful feelings towards your teachers when you get less marks ?	☐	☐
53.	(b)	Are you always ready to help your classmates in everyway ?	☐	☐
54.	(c)	Do you borrow books and magazines from the school library and read them ?	☐	☐
55.	(a)	Are you often afraid meeting the senior students ?	☐	☐
56.	(b)	Do you enjoy irritating other students in the school ?	☐	☐
57.	(c)	Do you take part in the debates ?	☐	☐
58.	(a)	Do you feel mentally depressed when you meet the senior students ?	☐	☐
59.	(b)	Do you lend your books or note-books gladly when your classmates ask for it ?	☐	☐
60.	(c)	Are you interested in the things regarding education ?	☐	☐

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Consumable Booklet of Adjustment Inventory for School Students (AISS) English Version.

MENTAL HEALTH ISSUES AND ADJUSTMENT DIFFICULITIES AMONG SCHOOL ADOLESCENTS

ORIGINALITY REPORT

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SIMILARITY INDEX

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SANTOSH
Deemed to be University
(Established u/s 3 of the UGC Act, 1956)

F. No. SU/R/2024/1344[42] Dated: 17.05.2024

Subject: Grant of Ethical Clearance for **Dissertation Protocol** Topic **"Mental Health Issues and Adjustments Difficulties among school Adolescents",** submitted by **PARUL KAUSHIK,** student of M.Sc CLINICAL PSYCHOLOGY, 2022 Batch.

*****

With reference to the request for grant of Ethical Clearance for the Dissertation Protocol entitled **"Mental Health Issues and Adjustments Difficulties among school Adolescents", PARUL KAUSHIK** is informed that the **Dissertation Protocol** submitted by him/her was considered by the **Screening Committee** of the **Allied Health Sciences** in its meetings held on 07.02.2024 and 29.02.2024. The recommendations of the **Screening Committee** were considered in detail by the **Institutional Ethics Committee** in its meeting held on **15.05.2024** and the same was **approved** by the **Ethics Committee** of the **Santosh Deemed to be University, Ghaziabad, Delhi NCR.**

He /She is informed accordingly for further necessary action.

17/5/24

[Dr. EZHILRAJAN. K]
REGISTRAR

SANTOSH DEEMED TO BE UNIVERSITY ★ REGISTRAR ★ GHAZIABAD, NCR DELHI

PARUL KAUSHIK
M.Sc CLINICAL PSYCHOLOGY.

Copy to:

1. The Vice Chancellor
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MASTER CHART

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S.NO	NAME	AGE	D.O.B	GENDER	RELIGION	CLASS	SCHOOL NAME	NAME OF CLASS TEACHER	SES	FATHER'S NAME	OCCUPATION	EDUCATION	AGE	CONTACT NUMBER	MOTHER'S NAME	Age	OCCUPATION	EDUCATION	ADRESSS	GHQ	E	P	O	C	H	D	A	S	TOTAL	EM	S	ED	TOT
1	HIMANSHU SAINI	16	11/8/07	BOY	HINDU	11(COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS. CHARU	MIDDLE	MR.MUKESH SAINI	FARMER	9TH PASS	35 YRS	9999260854				12TH PASS	Faridabad	21	3.2	2.2	2.2	3.2	3.6	1	3	5	9	10	6	15	31
2	ADITYA TIWARI	16	23/01/2007	BOY	HINDU	11(COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS. CHARU	MIDDLE	MR.PRAMOD TIWARI	BUSINESSMAN	12TH PASS	39 YRS	8295853311				12TH PASS	Faridabad	18	3.3	2.4	3	3.2	3	4	5	9	18	5	6	5	16
3	RUDRA	16	2/9/07	BOY	HINDU	11(COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS. CHARU	MIDDLE	SURENDRA PURI	ACCOUNTANT	MBA	38 YRS	9953210331	SUNITA	38	HOMEMAKER	12TH PASS	Faridabad	15	3.2	2.6	3.6	1.6	2.6	8	10	12	30	11	9	15	35
4	HITESH SAINI	16	8/11/07	BOY	HINDU	11(COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS. CHARU	MIDDLE	MR.MUKESH SAINI	FARMER	9TH PASS	35 YRS	9999260854				12TH PASS	Faridabad	13	2	3.2	2.8	4	3.8	0	5	4	9	10	15	7	22
5	LAKSH	16	9/2/07	BOY	HINDU	11(COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS. CHARU	MIDDLE	MR. NARYAN	BUSINESSMAN	10TH PASS	40 YRS	9210448265				12TH PASS	Faridabad	16	2.2	5	5	1.5	2.8	8	5	11	27	12	8	15	35
6	KUSUM KUMARI	17	11/1/06	GIRL	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	MR.SATENDER PRASAD	PVT.SERVICE	B.COM	37YRS	7838603963	VANDANA	34 YRS	HOMEMAKER	12TH PASS	Faridabad	11	3.5	3	3.75	4.75	5	11	2	9	22	11	5	10	28
7	CHARU	17	12/2/06	GIRL	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	DINESH KUMAR	ENGINNER	B.TECH		8851700738	POONEM		GOVTHOSPTIAL WORKER	12TH PASS	Faridabad	20	4	3.25	3	2	4	15	18	11	44	11	7	10	28
8	SHALINI	16	9/7/07	GIRL	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	BHARAT BHUSAN	DOCTOR		40 YRS	9811854258	LALITA DEVI	38	HOMEMAKER	12TH PASS	Faridabad	22	3.25	2.5	3.25	3.75	4	5	11	16	32	5	4	4	13
9	HARSH RAWAT	17	14/10/2006	BOY	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	RAJU	JOB			9310410766	SANTOSHI		HOMEMAKER	12TH PASS	Faridabad	11	3	3.25	3.25	4	4	8	9	11	23	8	5	5	18
10	ASHISH	15	7/4/08	BOY	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	RADHAKRISHN	DRIVER	12TH PASS	42	8595967151	HEMLATA	39	HOMEMAKER	10TH PASS	Faridabad	12	2.5	1.5	3.25	3.25	3.25	12	8	12	32	9	4	13	26
11	AARIF	16	23/8/2007	BOY	MUSLIM	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	SUMRAT	DRIVER		47	8743855974	SAIRA	44	SERVICE WOMAN	10TH PASS	Faridabad	11	4.75	2.25	3.5	3.75	4.5	5	2	4	12	7	4	9	20
12	SUMIT	17	6/6/06	BOY	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	SURENDRA SINGH				9899359440				10TH PASS	Faridabad	13	3	2.75	2.5	3.5	4	6	9	9	23	5	6	9	20
13	LUCKY KHAN	17	20/9/2005	BOY	MUSLIM	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	NOOR MOHAMMAD	JOB	10TH PASS		9991487326	SHABNAM		HOMEMAKER	12TH PASS	Faridabad	5	4.75	3.25	4.25	3	5	3	3	3	9	9	3	13	25
14	HIMANSHI	16	27/03/2007	GIRL	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	KULDEEP	TRANSPORT BUSSINESS	12TH PASS	40	8700301921	SHUSHILA	36	TAILOR	10TH PASS	Faridabad	11	4.75	3	3.75	3.5	3.75	10	6	14	30	6	6	3	15
15	ISHA	16	29/10/2007	GIRL	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	SOHAN SINGH	FARMER	7TH PASS	45	9540995455	DAYAWATI	34	HOMEMAKER	5TH	Faridabad	10	4.75	2.25	3.5	4.5	4.25	9	4	12	25	9	4	11	25
16	ZARA	16	17/08/2007	GIRL	MUSLIM	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	ISHAK KHAN	BUSSINESSMAN	12TH PASS	40	9891158666	NAGMA KHAN	38	HOMEMAKER	12TH PASS	Faridabad	8	4	2	2	8	4.75	0	3	2	5	8	11	5	24
17	RISHABH	16	31/07/2007	BOY	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	SINGHROJ	SPORTS PLAYER	12TH PASS	45	9310131530	KAVITA		SPORTS PLAYER	12TH PASS	Faridabad	19	4	3.5	3	2.5	2	15	9	13	37	13	7	12	32
18	LAKSHAY	17	12/2/06	BOY	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	GANGARAM	FARMER	10TH PASS	45	8586022284	SANTOSHI	40	HOMEMAKER	12TH PASS	Faridabad	10	3.75	2.75	4	2	4.25	4	9	18	31	4	5	10	19
19	RINKU	16	23/7/2007	BOY	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	HIMMAT	BUSSINESSMAN	10TH PASS	40	9999181689	SUNITA	41	HOMEMAKER	12TH PASS	Faridabad	19	1.75	4	3.75	2.75	3.25	8	7	7	22	9	5	10	25
20	ANJALI	16	17/07/2006	GIRL	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	BUDHPAL SINGH	SERVICE MAN	10TH PASS	40	9891839796	SASHIBALA	36	HOMEMAKER	10TH PASS	Faridabad	21	4.75	1.75	3.25	2	3	4	10	8	22	10	7	7	24
21	LUCKY SARANG	14	9/5/09	BOY	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	MAHENDER SINGH	BUSSINESSMAN	10TH PASS	42	9718805200	MONIKA	38	HOMEMAKER	11TH PASS	Faridabad	9	325	3.25	4.5	4.5	4	3	4	9	16	5	7	7	19
22	MOHIT	17	15/07/2006	BOY	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	SHAMLAL	JOB		40	9958180511	SAHITA	33	HOMEMAKER	8TH PASS	Faridabad	14	3.25	3.5	2.5	4	4	13	15	9	37	12	4	7	23
23	BHOOMIKA	17	17/05/2006	GIRL	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	DINESH	PRIVATE SERVICE	12TH PASS	36	8700520484	BABITA	35	TAILOR	12TH PASS	Faridabad	9	3.25	4	3.75	4.75	3.75	12	10	6	30	1	4	11	27
24	ADITYA NAGAR	18	18/10/2012	BOY	HINDU	11(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.RAVITA	MIDDLE	SATBEER	JOB			8587892938	REKHA		HOMEMAKER	12TH PASS	Faridabad	14	2.25	2.75	2.25	2	3.5	4	4	3	11	8	8	8	24
25	SNEHA	15	5/3/08	GIRL	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	AJAY KUMAT	BUSSINESSMAN	12TH PASS	35	9112116763	KUSUM	33	HOMEMAKER	10TH PASS	Faridabad	11	3.5	4	3.25	1.75	2.5	14	15	10	39	6	7	5	18
26	ANSHIKA	17	12/10/06	GIRL	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	JOGINDER SINGH	8 TH PASS		42	9811894487	SEEMA	36	HOMEMAKER		Faridabad	14	3.75	4.25	3.75	3	2	21	17	21	59	8	9	6	23
27	LAXITA	16	5/3/07	GIRL	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	ROHIT SHARMA	BUSSINESSMAN	12TH PASS	42	7827545673	BABITA	36	HOMEMAKER	BA	Faridabad	23	3.75	3.25	3.75	3.25	2.5	12	7	15	34	7	8	9	32
28	MUSKAN	17	1/6/06	GIRL	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	HARI RAM SHARMA	PRIVATE SERVICE	10TH PASS	45	9999020426	RAMBHA DEVI	45	HOMEMAKER	NIL	Faridabad	12	3	2.4	3.2	2	2	6	8	16	32	9	9	9	27
29	PRACHI	16	19/7/2007	GIRL	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	SUBHASH	PRIVATE SERVICE	BA	50	9468486152	KUSUM DEVI	50	TEACHER	10TH PASS	Faridabad	24	2.75	4.75	3.25	4	2.75	12	17	15	44	8	9	11	28
30	GUNGUAN	18	22/11/2005	GIRL	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	PANKAJ	PRIVATE SERVICE	10TH PASS	40	8802177364	RINKI	35	GUARD	10TH PASS	Faridabad	14	5	3.75	3.75	4.5	5	5	1	4	10	8	5	8	21
31	PRACHI	16	6/10/07	GIRL	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	DEVDUTT	PRIVATE SERVICE	12TH PASS	41	9821292550	PREETI	37	PRIVATE JOB	12TH PASS	Faridabad	16	3.25	3.75	3.75	3.25	4.5	8	7	15	30	10	7	7	24
32	MANISHA	16	28/5/2007	GIRL	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	KAMAL	DRIVER	5TH PASS	37	9958502851	KHUSHI	35	HOMEMAKER	8TH PASS	Faridabad	13	3.5	3.5	4.25	3	4	5	8	12	29	11	5	5	21
33	FARDEEN	17	9/1/07	BOY	MUSLIM	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	YAMEEN	DRIVER	12TH PASS	40	8368035615	NAZREEN	36	HOMEMAKER	NIL	Faridabad	7	4.5	3.25	4	4.25	4.25	2	1	4	7	7	5	6	18
34	NABEEL	18	9/4/05	BOY	MUSLIM	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	GAFUR	BUSSINESSMAN	10TH PASS	50	9718206275	BASKARI	48	HOMEMAKER	NIL	Faridabad	16	4.25	3.5	4	4.25	3.25	13	10	14	37	3	2	2	7
35	PARBAT	17	12/1/06	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	SUZEET	DRIVER	NIL	39	9711663235	MAMTA DEVI	39	CNS OPERATOR	10TH PASS	Faridabad	5	3.5	2.5	2.75	4	5	17	10	13	40	15	7	3	25
36	SUMIT	16	4/4/07	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	GULAB SINGH	BUSSINESSMAN	12TH PASS	40	8750547382	SUNITA	38	HOMEMAKER	NIL	Faridabad	11	4	3.5	4	3	3	6	4	4	14	9	5	11	25
37	SACHIN	18	17/9/2005	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	SANJAY	BUSSINESSMAN	NIL	45	8447636008	BABITA	35	HOMEMAKER	10TH PASS	Faridabad	15	2.75	3.75	4	1.75	1.25	9	7	10	26	14	12	13	39
38	JATIN	15	2/4/2007	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	PREM SINGH	DRIVER	10TH PASS	42	8685259575	BABLI DEVI	39	HOMEMAKER	10TH PASS	Faridabad	18	4.25	3	3.75	4	3.5	4	12	11	28	9	5	5	19
39	LALIT	15	4/8/08	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	RANVEER	MECHANICAL ENGINNER	B.TECH	49	8884792999	SUNITA	40	HOMEMAKER	GRADUATE	Faridabad	8	4.75	3	3.5	5	4.75	0	4	10	14	3	6	2	11
40	DEEPAK	17	13/08/2006	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	AJAY	BUSSINESSMAN	12TH PASS	38	9953549921	PREM LATA	37	HOMEMAKER	12TH PASS	Faridabad	8	3.25	4	4.5	5	4.25	5	0	2	7	9	5	7	21
41	PAWAN	17	13/4/2007	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	ARJUN	PRIVATE SERVICE	GRADUATE	45	8527477256	MAYA	43	HOMEMAKER	10TH PASS	Faridabad	18	3	3.5	4	4.5	4	5	0	1	5	6	5	10	21
42	ABHAY	16	15/09/227	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	RAJBIR	BANK MANAGER	12TH PASS	45	8527229502	MEENA	38	HOMEMAKER	NIL	Faridabad	13	4.25	3.5	4.25	3.5	3.5	4	2	1	7	7	6	10	23
43	VIKAS	17	3/3/06	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	KAMAL	DRIVER	NIL	37	9899572342	KHUSHI	35	HOMEMAKER	NIL	Faridabad	16	3	3.75	3	1	2	12	7	18	37	6	7	6	19
44	KESHAV	17	30/5/2006	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	LAL SINGH	BUSSINESSMAN	NIL	45	9711833533	MANJU	44	HOMEMAKER	NIL	Faridabad	16	3.25	3.25	3	2.5	3.25	3	5	6	14	10	12	11	33
45	LAKSHAY	17	9/12/06	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	GIRIRAJ	ACCOUNTANT	BA	38	9250636039	LALITA	38	HOMEMAKER	12TH PASS	Faridabad	13	3.75	3.5	4.5	4.5	3.25	0	5	1	6	8	3	12	23
46	DEEPAK	16	18/07/2006	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	SURESH	PRIVATE SERVICE	10TH PASS	52	9873287591	KAMLESH	45	HOMEMAKER	NIL	Faridabad	7	4	4	4	3.75	4.5	4	2	7	13	9	5	6	20
47	HARSH	16	6/5/07	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	LALA RAM	FARMER	12TH PASS	40	9999657012	DAYA	38	HOMEMAKER	9TH PASS	Faridabad	12	3.25	3.5	4	3	4	7	3	5	15	8	5	11	24
48	SUNDER	17	13/8/2007	BOY	HINDU	11 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. MUNENDER	MIDDLE	ROOP CHAND	DRIVER	12TH PASS	59	9582044104	SAVITRI	57	HOMEMAKER	10TH PASS	Faridabad	13	4.5	4	3.5	3	4	3	4	4	11	8	3	5	16
49	SHIVA	17	15/11/2006	BOY	HUNDU	12 (COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. SATISHPAL SINGH	MIDDLE	SATISH	CARPENTER	10TH PASS	49	9582134343	SHYAMA DEVI	46	HOMEMAKER	10TH PASS	Faridabad	25	3.5	3.75	3.5	2.25	4.25	2	4	5	11	10	7	16	23
50	SHIVAM	17	24/04/2006	BOY	HINDU	12 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. VIVEK SINGH	MIDDLE	RAJESH KUMAR	PVT JOB	DIPLOMA	50	8826584225	MANJU		HOMEMAKER	10TH PASS	Faridabad	8	3.75	2	3.5	3.75	5	0	0	2	2	7	4	13	24
51	NITIN KUMAR	18	17/08/2005	BOY	HINDU	12 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. VIVEK SINGH	MIDDLE	BACHHA SINGH	BUSSINESSMAN	12TH PASS	52	9812913742	ANITA DEVI	46	HOMEMAKER	NIL	Faridabad	18	2.75	1.75	2	4.5	3.5	6	1	11	18	14	7	18	39
52	SUHIL KUMAR SINGH	18	12/8/05	BOY	HINDU	12 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. VIVEK SINGH	MIDDLE	DK SINGH	MANAGER	GRADUATE	57	9319949784	NITA SINGH	54	HOMEMAKER	12TH PASS	Faridabad	12	3.75	2.5	3	5	4.5	8	9	14	21	11	6	15	32
53	PUNIT SHARMA	18	16/06/2005	BOY	HINDU	12 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. VIVEK SINGH	MIDDLE	RAJIV KUMAR	MANAGER	12TH PASS	40	700525265	PUSHPA SHARMA	35	HOMEMAKER	12TH PASS	Faridabad	12	2.25	3	4.5	3	4.75	2	3	8	13	8	7	2	17
54	WASEEM	18	22/08/2005	BOY	MUSLIM	12 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. VIVEK SINGH	MIDDLE	ANISH KHAN	MARKETING	GRADUATION	50	9250586894	LATE.PARVIN KHAN				Faridabad	18	2.7	3.5	2.5	3.5	3.25	3	10	12	29	6	9	5	20
55	DHRUV	16	20/7/2005	BOY	HINDU	12 (SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. VIVEK SINGH	MIDDLE	RAJKUMAR	BUSSINESSMAN	12TH PASS	45	8178231648	KASHMIRI	40	HOMEMAKER	12TH PASS	Faridabad	2	4.5	4	4.5	4	5	0	1	5	6	5	10	21
56	PURVI SHARMA	17	7/2/06	GIRL	HINDU	12(SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. VIVEK SINGH	MIDDLE	RANVIR SINGH	ENGINNER	B.TECH	49	8929092846	SUNITA	41	HOMEMAKER	12TH PASS	Faridabad	14	3.5	2.25	2.75	3	3.5	27	9	18	54	6	5	5	16
57	PRITHVI	17	14/03/2006	BOY	HINDU	12(SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. VIVEK SINGH	MIDDLE	ANIL KUMAR	DRIVER	10TH PASS	46	7042263383	REKHA	39	HOMEMAKER	10TH PASS	Faridabad	11	4.5	3.75	3.5	3.75	4.75	2	1	9	12	7	7	10	24
58	TARUN SHARMA	17	5/12/06	BOY	HINDU	12(SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR. VIVEK SINGH	MIDDLE	SUNIL KUMAR	BUSINESSMAN	DIPLOMA	43	8799738429	SEEMA	40	HOMEMAKER	12TH PASS	Faridabad	15	3.75	2.5	4	4.5	3.75	15	0	17	43	8	7	14	29
59	AKSHITA SINGH	17	23/01/2006	GIRL	HINDU	12(COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	SATISH PAL SINGH	MIDDLE	AHAAN	LAWYER	LLB	52	989719871	RUHANI	50	ADVOCATE	LLM	Faridabad	13	3.25	4.75	5	3.75	4	7	10	8	25	8	5	6	19
60	YOGITA	16	17/01/2007	GIRL	HINDU	12(COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	SATISH PAL SINGH	MIDDLE	RANVIR SINGH	MANAGER	GRADUATE	49	8929092846	SUNITA	41	HOMEMAKER	12TH PASS	Faridabad	14	3.5	2.25	2.75	3.5	3.75	27	9	10	54	6	5	5	16
61	PARUL	17	29/07/2006	GIRL	HINDU	12(COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	SATISH PAL SINGH	MIDDLE	SUNAR	MANAGER	GRADUATE	45	9929365466	PRIYA	40	HOMEMAKER	12TH PASS	Faridabad	20	3.25	3.25	3.5	3.5	3.75	7	20	6	34	6	7	5	22
62	DOLI	16	28/03/2007	GIRL	HINDU	12(COMMERCE)	SAINIK PUBLIC SEC.SR.SCHOOL	SATISH PAL SINGH	MIDDLE	BALJEET SINGH	ELECTRICAN	8TH PASS	45	7838224833	MEENU	34	HOMEMAKER	12TH PASS	Faridabad	17	2.25	3	3	1.25	3.25	13	100	13	36	10	10	7	27
63	JANVI	17	8/9/06	GIRL	HINDU	12(SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR.VIVEK SINGH	MIDDLE	HEMRAJ	PRIVATE SERVICE	GRADUATE		9971478548	BIMLESH		HOMEMAKER	12TH PASS	Faridabad	18	2.75	3.5	4.5	3.5	3.75	4	3	6	13	7	9	9	25
64	RAKHI	17	15/12/2006	GIRL	HINDU	12(SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR.VIVEK SINGH	MIDDLE	DEVRAJ	CONDUCTER	10TH PASS	43	9306168603	LAJJA	38	HOMEMAKER	8TH PASS	Faridabad	22	3.5	2.75	3	3	3.5	11	10	6	27	13	10	10	33
65	SONI	17	28/06/2006	GIRL	HINDU	12(SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR.VIVEK SINGH	MIDDLE	PREMPAL	DIEFITTER	10TH PASS	40	7065396372	ANJU	38	HOMEMAKER	10TH PASS	Faridabad	15	3.5	2.75	2	5	2	11	6	15	32	9	11	11	31
66	BHUMIKA	17	15/05/2006	GIRL	HINDU	12(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.PREETI BHARDWAJ	MIDDLE	KULDEEP	SUPERVISOR	12TH PASS	39	8448310923	REKHA	37	HOMEMAKER	9TH PASS	Faridabad	16	3.75	3	3.25	5	3	10	7	17	34	7	4	3	14
67	SWATI	16	4/3/07	GIRL	HINDU	12(SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR.VIVEK SINGH	MIDDLE	VED	SERVICE MAN	10TH PASS	41	9873262258	SANDHYA	36	HOMEMAKER	12TH PASS	Faridabad	13	3.25	3.75	9.75	2.25	2.25	21	11	17	49	11	6	11	28
68	DIPTI SAINI	18	8/5/05	GIRL	HINDU	12(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.PREETI BHARDWAJ	MIDDLE	MUKESH	FARMER	10TH PASS	41	9910985549	SUNITA	38	HOMEMAKER	12TH PASS	Faridabad	3	4.25	3.25	4.75	4	3.75	1	4	4	9	10	7	9	26
69	DEEPIKA	18	5/10/05	GIRL	HINDU	12(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.PREETI BHARDWAJ	MIDDLE	SUNDER SINGH	DRIVER	12TH PASS	39	8860445971	SANTOSH	38	HOMEMAKER	12TH PASS	Faridabad	19	1.5	3.25	2.5	3.75	2	16	19	14	49	9	11	9	29
70	SHIVAM	19	24/04/2006	GIRL	HINDU	12(SCIENCE)	SAINIK PUBLIC SEC.SR.SCHOOL	MR.VIVEK SINGH	MIDDLE	GAGAN PANCHAL	DRIVER	12TH PASS	38	8766324692	RAJESH	36	HOMEMAKER	12TH PASS	Faridabad	9	4.25	3.5	4	3	4.5	1	2	1	4	8	4	12	24
71	KAUSHAL	18	27/09/2005	BOY	HINDU	12(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.PREETI BHARDWAJ	MIDDLE	ROHIT SHARMA	BUSSINESSMAN	12TH PASS	42	9717204720	BABITA	38	HOMEMAKER	GRADUATE	Faridabad	9	3.75	3.75	4	4	3	4	6	19	19	10	7	10	27
72	SHIVAM	17	2/12/06	BOY	HINDU	12(ARTS)	SAINIK PUBLIC SEC.SR.SCHOOL	MRS.PREETI BHARDWAJ	MIDDLE	SURENDER	BUSSINESSMAN	12TH PASS	42	7898462718	SUNITA	40	HOMEMAKER	10TH PASS	Faridabad	8	2.5	3.75	4	4.5	4.5	3	3	0	6	10	3	8	21
73	KHUSHBOO	17	25/2/2005	G